I need this for?" they patiently explained how it would help our program. We did our best to show CARF just what a good, reliable and responsible program New Horizons is.

At first, CARF gave us accreditation for just one year. But after two years, we obtained the three-year accreditation. We are very proud to have this accreditation.

The reason I am writing all of this is to say that, although I consider myself independent and usually against all the red tape and bureaucracy, I feel our licensing has enhanced our confidence, that we are doing the right thing and, just as important, reassures the families of our girls that we are careful and responsible. These are no small matters.

The lessons I have learned through all this is parallel to my own life lessons and to the philosophy of New Horizons for Young Women:

- Standards and boundaries give you guidelines, which alleviate anxiety.
- When you alleviate anxiety, you have more energy for creativity.
- People have respect for others with standards and boundaries.
- Conforming does not mean giving up your own standards or boundaries.
- When authorities you must deal with know that you have qualified licensing, they are more apt to listen to you and to "hear" you.

In summary: I feel that our licenses and accreditation minimize risks and better prepare us for difficulties which may arise in programs and schools which deal with children at risk. They do not interfere with personal growth. They certainly have not interfered with mine but have, instead, helped me and my dedicated staff to grow and understand the complexities of the work we have chosen. I still bang my own drum but, with the help of others, the drum beat is getting louder and may indeed even lead to a glorious crescendo.

When an adolescent (or a person of any age, for that matter) begins to avoid his old friends and activities, it means that he is under a great deal of inner tension and should have psychiatric help.

~ Dr. Benjamin Spock

CLAN OF THE HAND

Third Honors Program Held by Redcliff Ascent
By Judith E. Bessette

As the sun set and the cool night began to unfold in the high desert area near Enterprise, UT, five men began playing drums – a selection entitled *Djabe* – signaling to those who had assembled that the third *Clan of the Hand* ceremony was about to begin. The *Clan of the Hand* is an honor society designed to recognize men and women who have made a significant contribution to working with troubled youth in a wilderness setting.

The evening activities were centered at the Outpost, a special place RedCliff has built for teaching outdoor skills to students as well as a place to hold ceremonies like their End of Trail graduation programs – and unique programs like the *Clan of the Hand*.

Guests followed the drummers, led by Clinical Director Dan Sanderson, PhD (Dr. Dan to those who know him) and were seated around a roaring fire in a pit at the Outpost's outdoor amphitheater. In a moving ceremony, George Church and Ken Stettler joined 2003 honorees Doug Nelson, Larry Dean Olsen, Ezekiel Sanchez, Larry Wells and David Wescott and 2005 honorees Kay Harris and Keith Hooker as the newest members of the *Clan of the Hand*.

While most of those previously inducted are well-known names in the outdoor and therapeutic world, this year's honorees share in being more behind the scenes – but every bit as important to the wilderness movement as their fellow *Clan* members.

George Church was one of the original four partners that breathed life into SUWS, managing the fledgling business's finances and recruiting its first students His work is all the more remarkable when you realize that his only outdoor experience was a ten-day Winter Survival Course he completed while in the Air Force! George's son Brian, who accepted the honor on behalf of his Dad, continues the family tradition of working in the therapeutic world to improve the lives of troubled teens and their families.

Ken Stettler spent 30 years with the State of Utah Department of Human Services, working both directly with troubled youth and in administrative capacities. Ken worked tirelessly to get state standards passed in Utah that protected children in outdoor programs while insuring that the rules were

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such that programs could still operate. Ken has offered advice and counsel to several other states – demonstrating his continuing commitment to properly and safely operated wilderness therapy programming.

Following the introduction of the honorees and a response from Brian on behalf of George and one from Ken, they joined Scott Schill and other *Clan* members in the showplace of the Outpost – a replica of a Chaco Era Kiva – for the induction ceremony. The Kiva is an amazing underground structure – built recently by staff and students from RedCliff Ascent using the same techniques Native Americans used over a thousand years ago. Ken's handprint is now on a special tile in the Kiva and George will be placing his handprint there soon.

In an interesting juxtaposition of history and technology, the "tech guys" at Redcliff were able to hook up a closed circuit camera and monitor so those of us around the fire pit could watch the ceremony in the Kiva and hear all that was said. New *Clan* members were greeted with hugs, handshakes and even a few tears as they emerged from the Kiva. The drummers who had called the *Clan* members to the Kiva with *Yankadi* signaled the end of the evening by playing *Dibon*.

Scott Shill, Field Director at RedCliff Ascent, was the driving force behind building the Kiva and the *Clan of the Hand* is his brainchild. Scott's own words best sum up the evening. He recently wrote, "Almost 20 years ago, I came out here to join the field staff. One of our drivers was taking me out on my first trip and he stopped at an overlook so I could take in the view. Having grown up in Tennessee, all I could see then were rocks, sticks and some bushes. A year later, I returned to that same overlook and this time, I saw food, tools, fire, shelter, medicine – but most of all, I saw healing. That is what the *Clan* ceremony is about…honoring those that have recognized that healing potential."

About the Author: *Woodbury Research Affiliate Judi Bessette, EdD, who wrote this article, had the pleasure of being present at The Clan of the Hand Honors program on September 29, 2007. You can reach her at 414-581-9146 or at judib@wi.r.com.*

Credit cards today are the tools of instant gratification. Unfortunately the end result is delayed trauma, when the bills arrive.

~ Robert T. Kiyosaki

DISPELLING MYTHS IN DISTANCE LEARNING SCHOOLS

By Doug Covey – CEO Blueprint Education
Phoenix, Arizona

Helping parents find the truth in distance learning providers:

When a distance learning school is recommended, parents need to rise above the common myths associated with such schools. With so many distance learning options, parents are often confused on where to get started.

To know the difference between a distance learning school and a traditional school, parents should first dispel the seven myths and find the truth in distance learning providers.

Myth #1 – Distance learning courses are easier than traditional courses.

On the contrary - distance learning courses can prove more challenging depending on the students' learning style. A student in distance learning school must be self-motivated and goal-oriented.

Myth #2 – Distance learning students do less work than traditional students.

There are circumstances when distance learning students complete courses at a faster rate than traditional students. This does not necessarily mean they are doing less work. The learning environment in a traditional school is dramatically different; transition periods, breaks, classroom management are just a few interruptions in the course of a day for a traditional student. If the learning environment is the same for both learners, course work will likely be completed at the same rate.

Myth #3 – Distance learning schools are as expensive as private schools.

Prices vary. Some schools have semester tuition rates which include books and materials. Others charge tuition plus additional fees per course. Student needs (a credit or complete course load) will determine the costs. Parents should ask what is included in the tuition cost regardless of private or distance learning schools.

Myth #4 - Distance learning students don't get enough socialization.

Most distance learning students are involved in a wide variety of outside activities; they interact